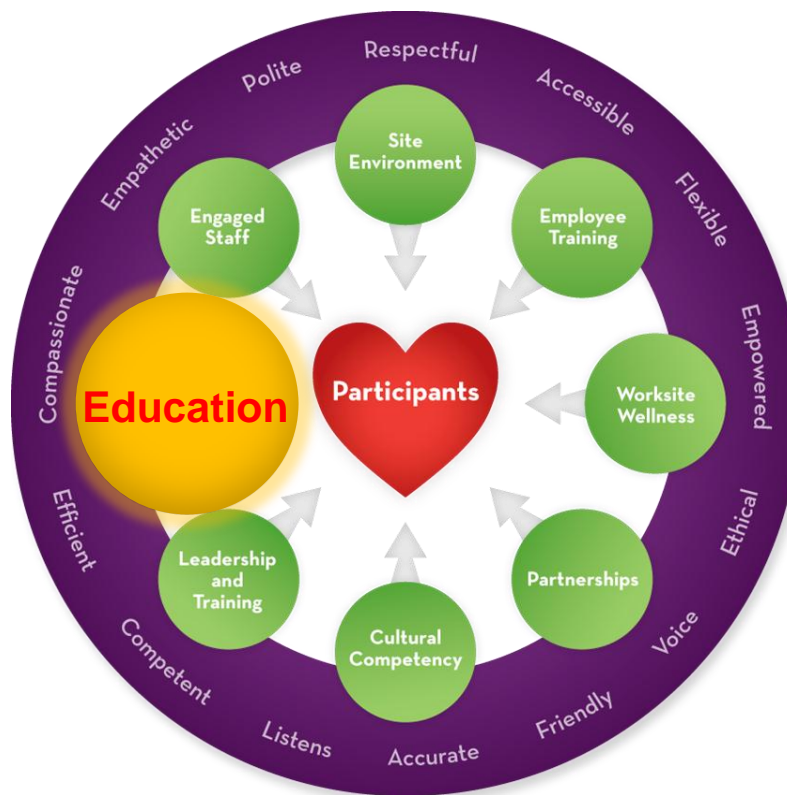


Change Talk

(with optional Reflection activity)

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

CHANGE TALK

Listening for change talk is an important PCE technique. Change talk is the things people say that may be signs that they are considering changing a behavior. When we talk with participants, it is important to identify and encourage change talk. While a lot of times change talk comes up when having a conversation about a participant's health and nutrition issues, we may hear change talk at any point during an education session.

Change talk is closely related to many PCE principles, including collaboration, empathy, and ambivalence (people often send mixed signals when describing their feelings about change). The PCE techniques of reflection and open-ended questions will also help staff respond to change talk statements in ways that may lead to change. Training on these additional topics will help reinforce the learning from this module.

Trainer's Notes

Purpose:

To introduce the concept of change talk and to practice recognizing possible change talk statements

Objectives: By the end of the session, staff will have:

- Reviewed key components of change talk
- Practiced deciding which participant statements could be change talk

Directions:

For staff already experienced using reflection, there is an optional activity to reinforce reflection.

Suggested responses for the statements in Activities 2 and 3 are included at the end of this guide.

NOTE:

Some statements may be ambiguous. They may or may not be change talk, depending on how they are said and the context of the discussion. If the counselor thinks she hears change talk, she should gently encourage the participant to talk more about it. If the participant seems to "push back", then it's better to "back off".

This module introduces the 4 types of change talk: Desires, Abilities, Reasons or Fears, and Needs; or "DARN". Knowing these "types" may help staff recognize the kinds of statements that represent change talk. It's not important for staff to know the difference *between* these 4 types. Rather, staff should start listening for statements that may indicate a participant is considering change.

Materials:

- “Change Talk” Trainee Workbooks
- Handout: “Change Talk Explanation”
- Handout: “Change Talk Statements”

NOTE: Suggested answers to the Change Talk Statements are included at the end of the guide.

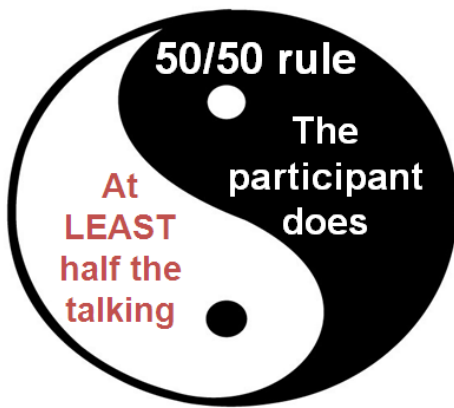
Room Set Up:

- Staff seated at tables or in small groups

More about change talk:

Studies show that people are more likely to change when they identify their own reasons or motivation to change. In Participant Centered Education we try to focus on the participants’ reasons for change, not the educators’ reasons.

Often we are so busy with everything else we have to do, and we may miss a statement that might be change talk. But, with practice and by concentrating on careful listening, it gets easier to identify these statements.



1. Reviewing the Concept of Change Talk and 4 Kinds of Change Talk: Activity 1

Say: *When participant-centered education goes well, the participant will talk at least half the time. Not all things participants say will help them move in the direction of change. It is important for the educator to sense what statements indicate that a participant may be willing to change, and to know how to respond.*

Say: *Review the first page in your handout about change talk. Circle, underline, or highlight anything that you feel is important or interesting.*

Ask: *Who would like to share their thoughts about what they just read?*

Instruction: Allow a few staff to answer

Ask: *What are your questions about what change talk is?*

Add: *You may notice that the first letter of the different types of change talk statements make the word "**DARN**" – **D**esires, **A**bilities, **R**easons, **N**eeds.*

CHANGE TALK Trainee Handout

Change Talk:
When someone
TALKS about NEEDING to change or
MENTIONS a REASON for change or
SIGNALS that she may be THINKING about change.

The Importance of Change Talk:
We are more likely to change when
we identify our own reasons for change and
talk about them.

Recognizing Change Talk:
"If you hear any of these kinds of statements,
they may be change talk"

Desires	Abilities	Reasons or Fears	Needs
"I wish..."	"I could..."	"I'm worried..."	"I must..."
"I want..."	"I might be able to..."	"It would be better if..."	"I need..."
"I'd like..."	"I can..."	"I'm having problems with..."	"I should..."

What To Do if You Hear Change Talk
Encourage them to talk about it:
"Tell me more!"

Are these change talk statements?

I don't weigh any more than anyone else does.

I know I will feel healthier if I exercise more.

I should do it for my family.

I don't like any vegetables except for French fries.

I did it before and I can do it again.

WIC just thinks everyone should eat healthy because there are so many nutritionists here.

I think I can eat some fruit each day in my lunch.

If I don't do something soon, I might end like my parents who have diabetes.

I mean, what's the problem anyway—all my other kids weren't breastfed and they are fine.

I might want to breastfeed my baby, but it seems hard.

It's tough to find time to exercise and eat well.

With the help of my friends, I know I can keep this weight off and I will.

...More Statements

My kids won't try anything new.

My husband would never drink 1% milk.

I can't get any of the weight I gained during pregnancy off.

He always cries when I take away the bottle.

I can't keep up with my kids—I need more energy.

No way I'm joining a health club!

They say that breastfed babies get sick less often.

I don't have time to fix meals.

I'm not sure how the baby's father would feel if I asked him not to smoke around us.

I've had four other kids—I already know all about feeding babies.

I plan to take a walk every day for 30 minutes.

I'm starting to think - if you want to recognize change talk - you have to practice listening really carefully.

2. Practice Identifying Change Talk Statements: Activity 2

Say: *Now you'll get a chance to practice figuring out whether something someone says is change talk or not. In groups, review the next page with statements. Use the "DARN" information about change talk to decide if these statements might be change talk, and why. Please stop when you are done with the first page. We'll go on to the second page later.*

INSTRUCTIONS

Allow staff 5-8 minutes or so to work on the statements.

After, **review** each statement.

Ask staff if they thought the statement was change talk and why.

Ask staff what questions they have about the statements they just reviewed.

3. More Practice Identifying Change Talk Statements: Activity 3

Say: *Now let's look at the second set of statements. First review these questions by yourself, without the help of your coworkers. After you've finished them all, discuss them in your groups. Which ones did you think were change talk and why?*

INSTRUCTIONS

Allow staff 5-8 minutes or so to work on the statements.

After, **review** each statement.

Ask staff if they thought each statement was change talk and why.

Ask staff what questions they have about the statements they just reviewed.

When staff identify a statement as change talk: encourage all to say aloud, "tell me more!"



4. Optional - Practice Reflecting: Activity 3a

Say: *We want to encourage change talk whenever we hear it. One way to do that is by reflecting what you've heard, and then add "Tell me more...!" Now let's go back over the statements you just looked at, and see how you could do that. As an example, for the statement:*

"I can't lose any of the weight I gained during pregnancy" ...

You could say..."Sounds like you've struggled to lose weight. Tell me more about that."

Note – if you can't think of a reflection, you can always just say, "Tell me more."



5. Looking for Change Talk in Participants: Activity 4

Say: *Now imagine you are back in the office talking with your participants. Think for a few moments about what kinds of statements you might hear that could be change talk. What statements on pages 3 and 4 might you hear? What other kinds of change talk statements do you think your participants might say?*

INSTRUCTIONS

Allow a few staff to answer.

Ask what questions they have about change talk.

Encourage them to practice listening.

Change Talk Statements

Comments following each statement indicate whether the statement is likely to be change talk, and suggests which of the 4 types (Desires, Ability Reason, or Need) it might be. **NOTE: Whether or not these statements truly are change talk depends on tone of voice, body language and context. You will know by how the participant reacts!**

I don't weigh any more than anyone else does. **NOT CHANGE TALK**

I know I will feel healthier if I exercise more. **CHANGE TALK – Ability**

I should do it for my family. **CHANGE TALK – Need**

I don't like any vegetables except for French fries. **NOT CHANGE TALK**

I did it before, and I can do it again. **CHANGE TALK – Ability**

WIC just thinks everyone should eat healthy because there are so many nutritionists here. **NOT CHANGE TALK**

I think I can eat some fruit each day in my lunch. **CHANGE TALK – Ability**

If I don't do something soon, I might end up like my parents who have diabetes.
CHANGE TALK – Reason or Fear

I mean what's the problem anyway-all my other kids weren't breastfed and they are fine.
NOT CHANGE TALK

I might want to breastfeed my baby, but it seems hard. **CHANGE TALK – Desire (and an example of ambivalence)**

It's tough to find time to exercise and eat well. **PROBABLY CHANGE TALK – It may be expressing desire to exercise and eat well, while acknowledging struggles (an example of ambivalence)**

With the help of my friends, I know I can keep this weight off, and I will.
CHANGE TALK – Ability

...More Change Talk Statements

My kids won't try anything new. **NOT CHANGE TALK**

My husband would never drink 1% milk. **NOT CHANGE TALK**

I can't lose any of the weight I gained during pregnancy. **PROBABLY CHANGE TALK – It may be expressing desire to lose weight and acknowledging struggles (an example of ambivalence)**

He always cries when I take away the bottle. **IT MAY BE CHANGE TALK – It may be expressing desire to wean off the bottle while acknowledging struggles (an example of ambivalence)**

I can't keep up with my kids. I need more energy. **CHANGE TALK - Need**

No way am I joining a health club! **NOT CHANGE TALK**

They say that breastfed babies get sick less often. **CHANGE TALK - Reason**

I don't have time to fix meals **IT MAY BE CHANGE TALK – It may be expressing desire to fix meals while acknowledging struggles (an example of ambivalence)**

I'm not sure how the baby's father would feel if I asked him not to smoke around us. **PROBABLY CHANGE TALK – It may be expressing desire to reduce exposure to 2nd hand smoke while acknowledging struggles (an example of ambivalence)**

I've had four other kids. I already know all about feeding babies. **NOT CHANGE TALK**

I plan to take a walk every day for 30 minutes. **CHANGE TALK - Ability**

I think if you want to recognize change talk, you have to practice listening really carefully. **CHANGE TALK – Need**